

# Curriculum Overview

## Portway Primary School

### Year 5

Term – Autumn 1

#### Science

In Science we use investigations to deepen our understanding of Science and how the world works. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

#### **What material would make the best carrier bag?**

In order to answer this question they will be learning to:

Recognise the different uses that materials have depending on their property and state (solid, liquid, gas). Evaporate, condense, dissolve and mix materials to alter their state.

Recognise which changes of state are reversible and which aren't.

Identify that irreversible change happens when a new material is formed.

**This term we will be learning about...**

### **The River Evros (Geography)**

**Also known as Maritsa or Maric River!**



#### Geography

Attached to this newsletter is a copy of our fact organiser for the year 5 Geography topic about The river Evros. It shows, in detail, the questions the children will be investigating and learning about. There are links to helpful websites about the topic which you can use to support your child's learning about the topic. There is also a list of the key vocabulary your children should be able to use to explain their thinking.

We hope you find this helpful.

#### RSHE

This half term, our big idea for RSHE is 'My Emotions'. We will:

Identify how to recognise emotions in ourselves and others.

Consider the choices we have when feeling emotions.

Look at how long term goals help us make emotional choices.

How behaviour can be influenced by being a refugee.

Why do people participate in democracies.

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### English

#### Core Text: Journey to the River Sea by Eva Ibbotson

In Reading, children will be learning to make predictions and inferences based on explicit and implicit details. Children will participate in discussions and will be learning to support their opinions with evidence from the text.

In Writing, children will learn to include a greater range of grammatical structures and punctuation into their writing to develop a character description and a diary entry. We will be revisiting and applying expanded noun phrases, relative clauses, conjunctions to express time and place and punctuation for parenthesis.

### RE

We will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. Each pupils will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences and their worldview.

### Mathematics

In Maths, children will be starting their Year 5 Maths learning journey by:

- Recognise the place value of numbers up to 1,000,000;
- Read and write any number up to a million in digits and words.
- Count and use numbers up to 1,000,000.
- Round numbers to the nearest 1000;
- Compare and order numbers to 100,000.
- Read and write numbers using Roman numerals.

### Computing

We will: Explain that computers can be connected together to form systems.

Recognise the role of computer systems in our lives.

Experiment with search engines.

Describe how search engines select results.

Explain how search results are ranked.

Recognise why the order of results is important, and to whom.

## You might like to join in with our learning at home by:

### Reading

- **Read everyday and record this in the reading record - try a range of text types.**

### Watching

Greek mythology, this will help children understand the history of Ancient Greece.  
<https://www.bbc.co.uk/bitesize/topics/z87tn39>

### Doing

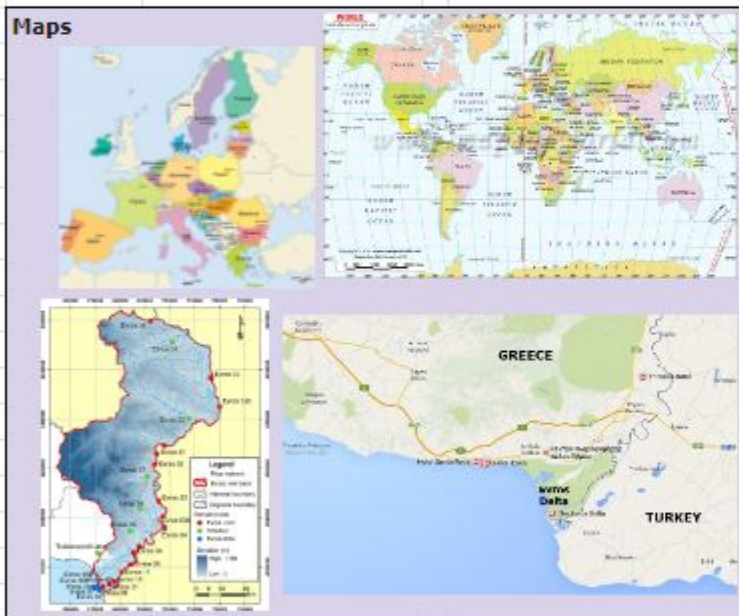
- **Encouraging your child to log on to TT Rockstars regularly.**
- **Visit the British museum to discover the culture and civilisation of the Ancient Greeks**  
<https://www.britishmuseum.org/collection/galleries/greece-athens>



# Year 5- Geography. Final Enquiry: Why does the world need rivers?

| Theme | Learning Goal  | Key Questions to be asked                  | Answers  |
|-------|--|--|--|
|       | Countries can be identified by their shape, size and location on maps. | Where is Europe in the world?              | Each continent has its own unique shape and position on a world map which helps us to identify them.             |
|       |  | What are the European countries like?      | Europe is made up of different countries which have their own distinctive shape, position, features and culture. |
|       |  | How can we locate places in the world?     | The world is divided into latitudes and longitudes which help to locate countries and predict what they're like. |
|       | Rivers are an essential part of the water cycle and human life.        | What is a river?                           | A river is a unique body of water with its own distinctive features when compared to other types of water.       |
|       |  | What features do rivers have?              | A river has an upper, middle and lower course. Each course behaves differently so humans use them differently.   |
|       |  | How have humans used rivers?               | The River Evros divides Greece and Türkiye and has been used for different reasons throughout history.           |
|       | Change is the cause and result of human migration.                     | Why do people migrate?                     | People migrate due to push factors (war, famine) or pull factors (better way of life, jobs).                     |
|       |  | What is a refugee?                         | A refugee is a migrant that has been forced to move and who can not return safely to their home.                 |
|       |  | How are migrants managed around the world? | Refugees are treated differently in different countries. eg Greek fences and patrols on the River Evros.         |

## Maps



## Useful websites

<https://www.climate-zone.com/>  
<https://www.worldatlas.com/>  
<https://www.mapsofindia.com/world-map/>  
<https://www.kids-world-travel-guide.com>  
<https://youtu.be/IqAqIqmSKU>  
<https://www.youtube.com/watch?v=CRk8eaW3X1Y>

| Physical features |   |
|-------------------|---|
| water cycle       | The cycle of processes by which water circulates between the Earth's oceans, atmosphere and land.                             |
| Upper course      | The section at the beginning of the river, nearest the source. It is usually steep and narrow.                                |
| Middle course     | The second stage of a river, where the land is flatter and the river wider. It is wide and deep with fast flowing water.      |
| Lower course      | The end of the river where it flows into another body of water at the river mouth. It is gently sloping and has few contours. |
| Human features    |   |
| latitude          | Map lines that extend from the Equator to poles to show the north / south position of a place.                                |
| longitude         | Map lines that extend from the North pole to the south pole to show the east west position of a place.                        |
| push factors      | People, circumstances or events that drive people to leave a place.   |
| pull factors      | Factors which attract the migrants to an area. eg higher wages, facilities, better working conditions.                        |

| Key Vocabulary   |                |
|--|----------------|
| longitude  | refugees       |
| latitude   | migration      |
| upper course   |                |
| middle course  | debate         |
| lower course   | opposing views |
| meander  | contrast       |
| tributaries  | controversy    |
| rapids   | agree          |
| waterfall  | disagree       |
| ox-bow lake  | research       |
| floodplain   |                |
|  |                |
| Geographical skills (Disciplinary Knowledge)   |                |
| Interpretation   |                |
| Compare 2 different groups highlighting similarities and differences.                    |                |
| Explain why the same event can be described differently depending on your point of view. |                |
| Determine how fair a description is by referring to primary sources.                     |                |
| Determine how something worked by referring to primary sources.                          |                |
| Describe changes over time by referring to evidence.                                     |                |
| Identify influences on people from a range of sources.                                   |                |
|  |                |